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ABSTRACT

The accountability system developed by the Detroit Public Schools is designed to ensure that the letter and the spirit of the educational components of the system's desegregation plan are fully instituted in every school. For each component (bilingual/bicultural education, elementary and middle school reading, career and counseling guidance, vocational education, teacher inservice, community relations, senior high school reading, testing, and the uniform code of student conduct) the responsibilities of each key position are delineated. Acceptable evidence of compliance with court orders is described. The positions responsible for monitoring, correcting, and reporting the level of implementation are designated. Two reporting systems, one guaranteeing accountability by principals and superintendents and one to provide analyses of implementation and impact by component, are described. (Author/MK)

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MANAGEMENT ACCOUNTABILITY SYSTEM

FOR DESEGREGATION EDUCATIONAL COMPONENTS

DETROIT PUBLIC SCHOOLS

October 12, 1979

UD020666

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OVERVIEW

MANAGEMENT ACCOUNTABILITY SYSTEM
FOR DESEGREGATION EDUCATIONAL COMPONENTS

(October 12, 1979)

This accountability system is designed to ensure that both the letter and the spirit of the several educational components of the desegregation plan are fully instituted in every Detroit public school.

For each component, the responsibilities of each key position are made explicit. Acceptable evidence of compliance with the orders of the Court is described. The positions responsible for monitoring, correcting where necessary, and reporting the level of implementation are designated.

Two reporting systems are established to confirm full compliance with each Court-ordered component. The primary system guarantees accountability by each principal and each region superintendent of the school district. The secondary system provides analysis of implementation and impact by component, and signals any lack of full compliance.

The Primary Accountability System

Each principal is responsible to see that each component is fully implemented at that school. The principal verifies that each teacher, counselor and other staff member has carried

out assigned responsibilities. Corrections are made where necessary and the region office is fully informed of progress, problems and any deviations.

Each region superintendent monitors compliance with every order at every school by checking the evidence of completion of responsibilities and by examining reports of the component directors.

Corrections are made at once where needed and additional support is provided with help from the component directors to guarantee full compliance. Region superintendents work with the component directors to improve the effectiveness of the programs.

Bimonthly reports are made by each region superintendent through the Executive Deputy Superintendent to the General Superintendent, beginning at the end of October, 1979. The reports note any lack of compliance at any school, indicate corrections made, and identify problems needing further assistance, if any.

The Secondary Accountability System

The component directors design and modify the programs for their components using the best available strategies to achieve the desired results. In doing so, they must use ideas from the regions and schools and careful study of existing strengths and weaknesses. Expectations and responsibilities for all staff are made explicit, ensuring full compliance with the Court order.

Each component director collects information about the implementation and impact of each element of the component. Information from existing reporting systems is used and new information collection procedures are developed if necessary to permit thorough study. Such information is analyzed regularly to determine impact, to highlight progress, and to identify any irregularities or inconsistencies in implementation. The appropriate region superintendent is notified through the Executive Deputy Superintendent of any problem in implementation.

The component director prepares a bimonthly report beginning at the end of October, 1979, which summarizes the analyses of information about impact and implementation and identifies any problems. These reports are submitted through the appropriate division head to the General Superintendent.

Under both systems, the General Superintendent takes appropriate action to ensure complete compliance and informs his board and the Court at regular intervals.

Responsibilities and acceptable evidence of completion are presented for each component in the following charts. Since certain responsibilities are true for the principals, the region superintendents, component directors and central division heads for every component, there are a number of "boiler plate" items which can be found repeated in all of the charts.

Report forms are shown for bimonthly reports by region superintendents and by component directors.

BOILER PLATE ITEMS FOR RESPONSIBILITY AND EVIDENCE

—MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS—

Responsibilities	Evidence
Region Superintendent	
1. Provide schools supervisory support and monitor component to ensure that it is fully implemented and that program corrections are made based on review of school, region and central monitoring information Make suggestions to the component director for strengthening the impact of the component for the benefit of student learning.	Record of support provided, including monitoring visits Record of corrective action taken and recommendations made Check of evidence that staff members completed assigned responsibilities
2. Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report
Principals	
1. Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented and that program corrections are made based on school monitoring information or as required by the region office	Oral and written reports from principals Record of classroom visits Record of observation by region staff Verification that each staff member has carried out assigned responsibility Report of corrections made
2. Regularly inform region superintendents of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of conferences
Central Division or Office Head	
1. Closely monitor work of component director and staff to ensure full program compliance	Record of meetings with the component director
2. Review reports and recommendations from region superintendents and the component director and take appropriate action to resolve problems of less than full compliance	Review of bi-monthly reports Records of action recommended in meetings with region superintendents and the Office of the General Superintendent regarding problems of less than full compliance Notes, agendas and minutes of meetings with the Superintendent's Cabinet and Senior Staff to coordinate implementation of all educational components

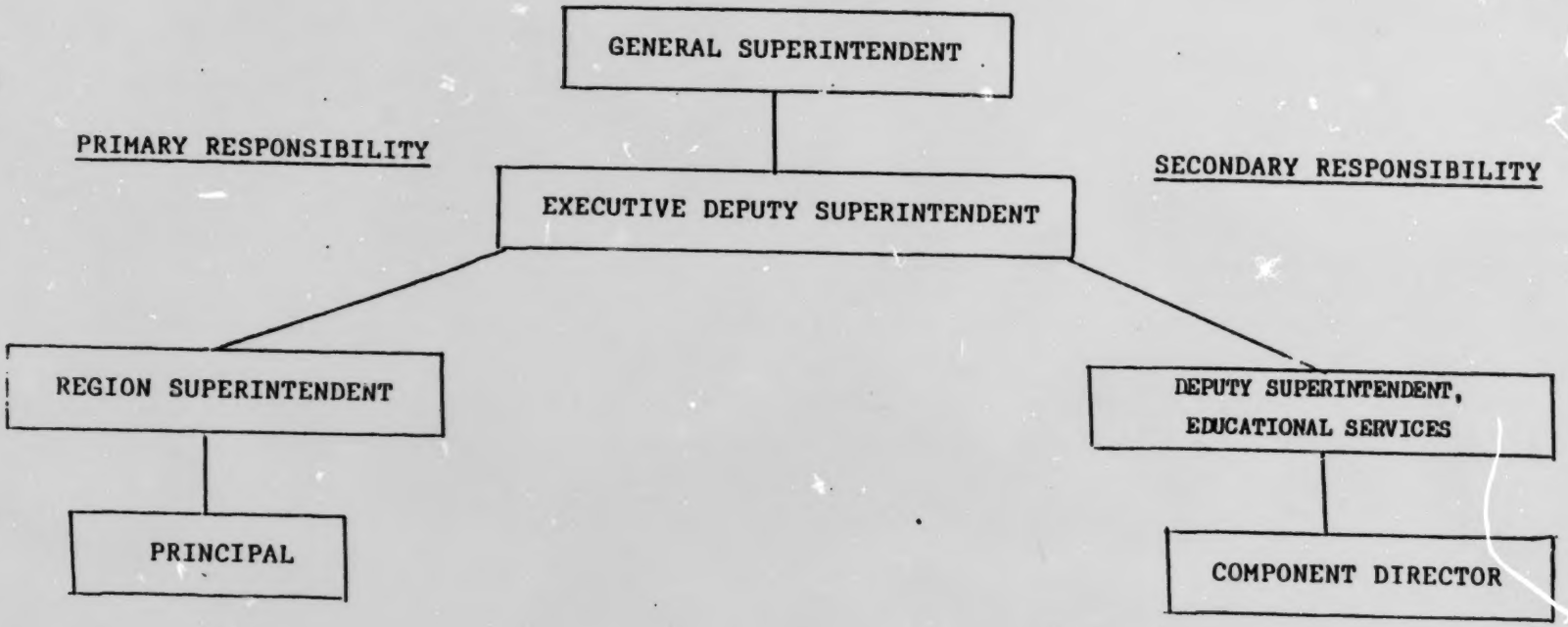
Responsibilities	Evidence
Component Director	
1. Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executive Deputy Superintendent	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended regarding problem areas
2. Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support. Obtain suggestions from region superintendents for strengthening the impact of the component for the benefit of student learning	Correspondence Record of meetings Record of information and support provided
3. Submit bi-monthly report through the division head to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendents, corrective action taken and recommendations for further action	Bi-monthly report

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT BILINGUAL/BICULTURAL EDUCATION

COMPONENT DIRECTOR JAIME F. DE LA ISLA

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT Bilingual/Bicultural Education

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent	Communicate district policies and procedures related to bilingual education implementation to principals and supportive staff at the region level	Minutes of Principal Meetings Written memoranda to principals and other administrators at the region level Principal Notes at the region level	General Superintendent/ Executive Deputy Superintendent
	Coordinate the implementation of bilingual education at the region level	Memoranda and reports to and from principals	
	Develop a region management plan on bilingual education consistent with the Central Board-approved plan	Memoranda and other written communication Three-Year Plan	
	Monitor and evaluate the implementation of bilingual education at the region level in accordance with the central board approved Three-Year Plan	Memoranda, Three-Year Bilingual Plan, reports, and other written communication	
	Recommend to the General Superintendent improved policies and procedures to implement bilingual education	Memoranda, reports and other written communication	
	Provide schools supervisory support and monitor component to ensure that it is fully implemented and that program corrections are made based on review of school, region and central monitoring information Make suggestions to the component director for strengthening the impact of the component for the benefit of student learning.	Record of support provided, including monitoring visits Record of corrective action taken and recommendations made Check of evidence that staff members completed assigned responsibilities	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT Bilingual/Bicultural Education

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent Cont'd	Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report	General Superintendent/ Executive Deputy Superintendent

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT Bilingual/Bicultural Education

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal	Conduct a home language survey in order to identify all the national-origin language-minority students potentially eligible for bilingual education	Reports	Region Super-intendent
	Implement the oral English language proficiency assessment	Scores	
"	Develop a profile of every minority student at the school level	Copy of profile	
	Implement the eligibility process in order to identify the target students for bilingual education	Reports	
	Plan and develop the necessary mechanism to implement the central board approved Three-Year Bilingual Plan at the school level	Bilingual Three-Year Plan	
	Mail a letter to every eligible student's parent informing them that the child has been placed in the bilingual classroom	Registered mail receipt	
	Assess bilingual staff needs in the various languages spoken in the local school and communicate those needs to the region superintendent	Reports, Memoranda and other written communication	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT Bilingual/Bicultural Education

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal Cont'd	Assess the bilingual and other instructional resources needed to implement a full bilingual program	Written communications	Region Super-intendent
	Organize a bilingual program at the local school that offers a minimum of two hours or 40% of daily instruction time in bilingual education	Reports Local plans	
	Facilitate the involvement of parents in the implementation of the bilingual program of the local school	Local Bilingual/Bicultural Advisory Committees	
	Enable the parents of the children enrolled in the program to have meaningful involvement in the education of their children	Workshop proposals Reports	
	Monitor and evaluate local school Bilingual instruction at the classroom level	Reports	
	Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented and that program corrections are made based on school monitoring information or as required by the region office	Oral and written reports from principals Record of classroom visits Record of observation by region staff Verification that each staff member has carried out assigned responsibility Report of corrections made	
	Regularly inform region superintendents of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of conferences	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT Bilingual/Bicultural Education

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Deputy Superintendent Educational Services	Closely monitor work of component director and staff to ensure full program compliance Review reports and recommendations from region superintendents and the component director and take appropriate action to resolve problems of less than full compliance	Record of meetings with the component director Review of bi-monthly reports Records of action recommended in meetings with region superintendents and the Office of the General Superintendent regarding problems of less than full compliance Notes, agendas and minutes of meetings with the Superintendent's Cabinet and Senior Staff to coordinate implementation of all educational components	General Superintendent/ Executive Deputy Superintendent

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT Bilingual/Bicultural Education

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director	Direct appropriate central staff to plan, organize, implement and evaluate bilingual education in the district	Memoranda, Three-Year Plan and other written communication	Deputy Superintendent/ Educational Services
	Interpret and communicate federal, state and desegregation court ordered mandates related to bilingual education to all staff involved in its implementation	Memoranda, Three-Year Plan and other written communications	
	Direct appropriate staff to identify language-minority students, assess their educational needs, develop bilingual curriculum models, involve community and parents in the process of implementing the bilingual program and evaluate, monitor and report progress in bilingual education	Memoranda, Three-Year Plan and other written communication	
	Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executive Deputy Superintendent	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended regarding problem areas	
	Communicate to region superintendents and senior staff the policies, procedures and responsibilities to implement bilingual education services according to the central board approved Three Year Bilingual Plan	Minutes of Cabinet meetings and other written communication	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT Bilingual/Bicultural Education

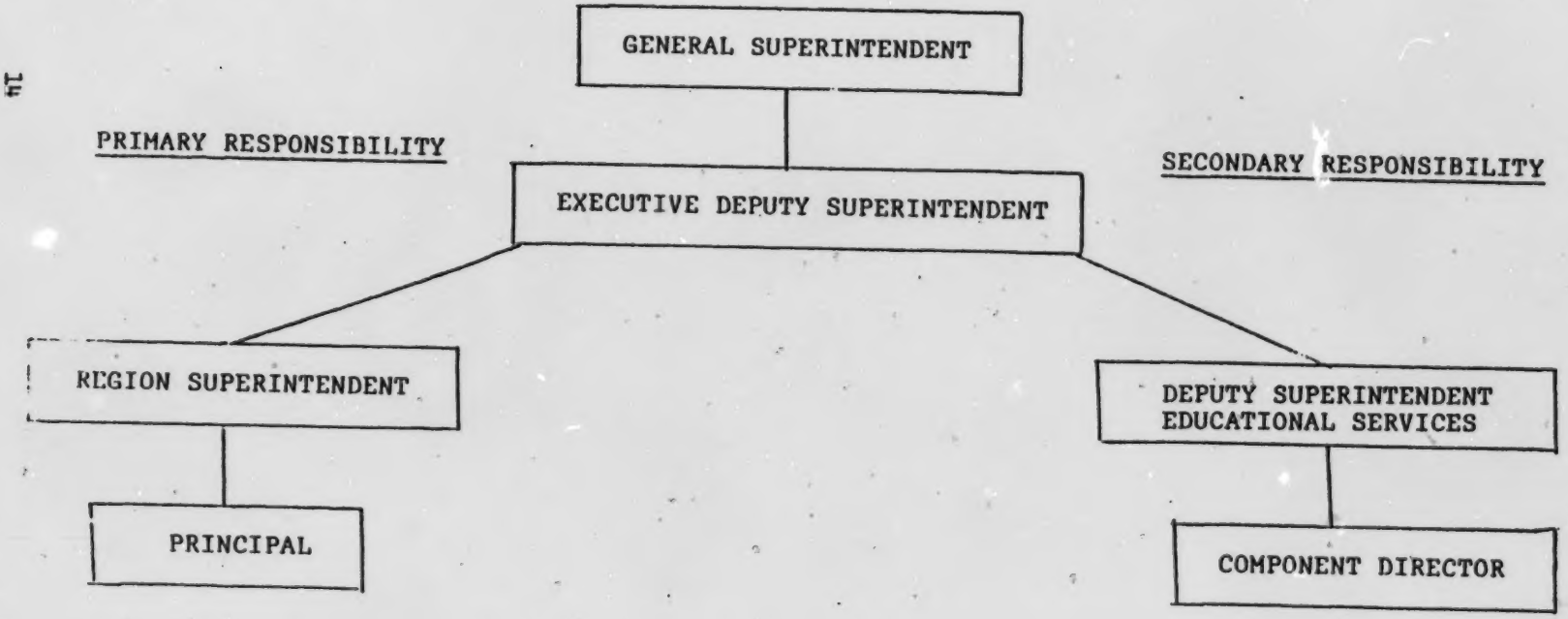
PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director Cont'd	Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support Obtain suggestions from region superintendents for strengthening the impact of the component for the benefit of student learning	Correspondence Record of meetings Record of information and support provided	Deputy Superintendent/ Educational Services
13	Submit bi-monthly report through the division head to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendents, corrective action taken and recommedations for further action	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT CITY WIDE READING (ELEMENTARY AND MIDDLE SCHOOLS)

COMPONENT DIRECTOR CECIL G. GOOD

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT CITY WIDE READING (ELEMENTARY AND MIDDLE SCHOOLS)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent	Provide schools supervisory support and monitor component to ensure that it is fully implemented and that program corrections are made based on review of school, region and central monitoring information. Make suggestions to the component director for strengthening the impact of the component for the benefit of student learning	Record of support provided, including monitoring visits Record of corrective action taken and recommendations made Check of evidence that staff members completed assigned responsibilities	General Superintendent/ Executive Deputy Superintendent
	Demonstrate positive support of the city wide reading program	Regularly discusses support of DORT at principal meetings	
	Arranges staff time to suggest high priority for DORT	Assigns all support staff (i.e. administrators, teachers, etc.) to some aspect of DORT	
	Monitor use of DORT through achievement plan and school visits	All schools include DORT in achievement plans monitoring and reporting is conducted during school visits	
	Emphasize importance of city wide reading program in individual conferences with principals	Part of annual administrative evaluation relates to progress of building implementation of DORT	
	Relate city wide reading to all region curriculum decisions	Region programs (i.e. minimum competency programs, etc.) are correlated to DORT	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT CITY WIDE READING (ELEMENTARY AND MIDDLE SCHOOLS)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent Cont'd	Articulate city wide reading program to community	Regularly reports city wide reading to Region Boards and to community meetings	General Superintendent/ Executive Deputy Superintendent
	Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report	

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MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT CITY WIDE READING (ELEMENTARY AND MIDDLE SCHOOLS)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal	Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented and that program corrections are made based on school monitoring information or as required by the region office	Oral and written reports Meeting agenda and record of conferences	Region Superintendent
	Monitor and supervise implementation of DORT in every reading classroom	Indication that principal has inspected DORT records on a regular basis and that teachers are frequently supervised	
	Systematically and regularly review teacher lesson plans to assure that they include reference to City Wide Reading Programs	Lesson plans of each teacher include DORT	
	Demonstrate enthusiastic support for the reading component	Regularly discusses support of DORT at principal meeting	
	Respond to needs of reading teachers for adequate supplies and materials	Teachers have necessary supplies	
	Assure that all teachers recieve necessary inservice training	Every reading teacher has been trained and is consulted by the reading specialist on a regular schedule	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT CITY WIDE READING (ELEMENTARY AND MIDDLE SCHOOLS)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal Cont'd	Administrative information regarding DORT is regularly and promptly shared with the teachers	Central and regional information concerning DORT is discussed at staff meetings and in staff bulletins	Region Superintendent
	Assist with blending of DORT into overall curriculum	Correlations of DORT with all reading activities are available and used; non-reading teachers are regularly informed regarding reading activities	
	Assure that implementation of Achievement Plan includes DORT	Achievement Plan includes objectives related to DORT and that evaluation of Plan is based in part on success of implementation	
	Maintain personal knowledge of city wide reading program	Attends DORT inservice meetings and has readily available an updated DORT Administrative Handbook	
	Develop school schedules that lead to the most efficient functioning of the entire reading program (i.e. limit the number of DORT classes taught by each middle school teacher through good organization)	School organized to facilitate reading instruction	
	Maintain clear lines of communication with Regional and Central staff	Information requested by or sent from region and central offices is promptly and efficiently handled	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT CITY WIDE READING (ELEMENTARY AND MIDDLE SCHOOLS)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal Cont'd	Use support services provided by reading program	Meets on a regular basis with reading specialists to discuss reading program and requests supervisory assistance as needed	Region Superintendent
	Relate compensatory reading programs to overall city wide reading program	Has designed and implemented a system which bases the compensatory projects on data determined by the DORT System and permits articulation between teachers	
	Assist with proper transfer of student records	Accurate and well-maintained student records are promptly transferred as necessary	
	Articulate reading program to community	Conducts information and training sessions for parents making use of projects like the Home Curriculum Project	
	Regularly inform region superintendents of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of conferences	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT CITY WIDE READING (ELEMENTARY AND MIDDLE SCHOOLS)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Deputy Superintendent, Educational Services	Closely monitor work of component director and staff to ensure full program compliance Review reports and recommendations from region superintendents and the component director and take appropriate action to resolve problems of less than full compliance	Record of meetings with the component director Review of bi-monthly reports Records of action recommended in meetings with region superintendents and the Office of the General Superintendent regarding problems of less than full compliance Notes, agendas and minutes of meetings with the Superintendent's Cabinet and Senior Staff to coordinate implementation of all educational components	General Superintendent/ Executive Deputy Superintendent

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT CITY WIDE READING (ELEMENTARY AND MIDDLE SCHOOLS)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director	Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executive Deputy Superintendent	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended regarding problem areas	
	Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support. Obtain suggestions for the benefit of student learning	Correspondence Record of meetings Record of information and support provided	
	Indicate strong positive support of reading program	Regularly reports support of DORT at community meetings, board meetings and staff meetings	
	Develop program implementation guidelines	DORT guidelines are rewritten and distributed annually	
	Monitor use of DORT in all elementary and middle schools	Record of school and classroom visits is maintained	
	Support necessary reading inservice	Continued inservice is conducted	
	Maintain fiscal records	Records are available for the reading project	
	Prepare reports for Court, State and Monitoring Commission	Reports are written and available	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT CITY WIDE READING (ELEMENTARY AND MIDDLE SCHOOLS)

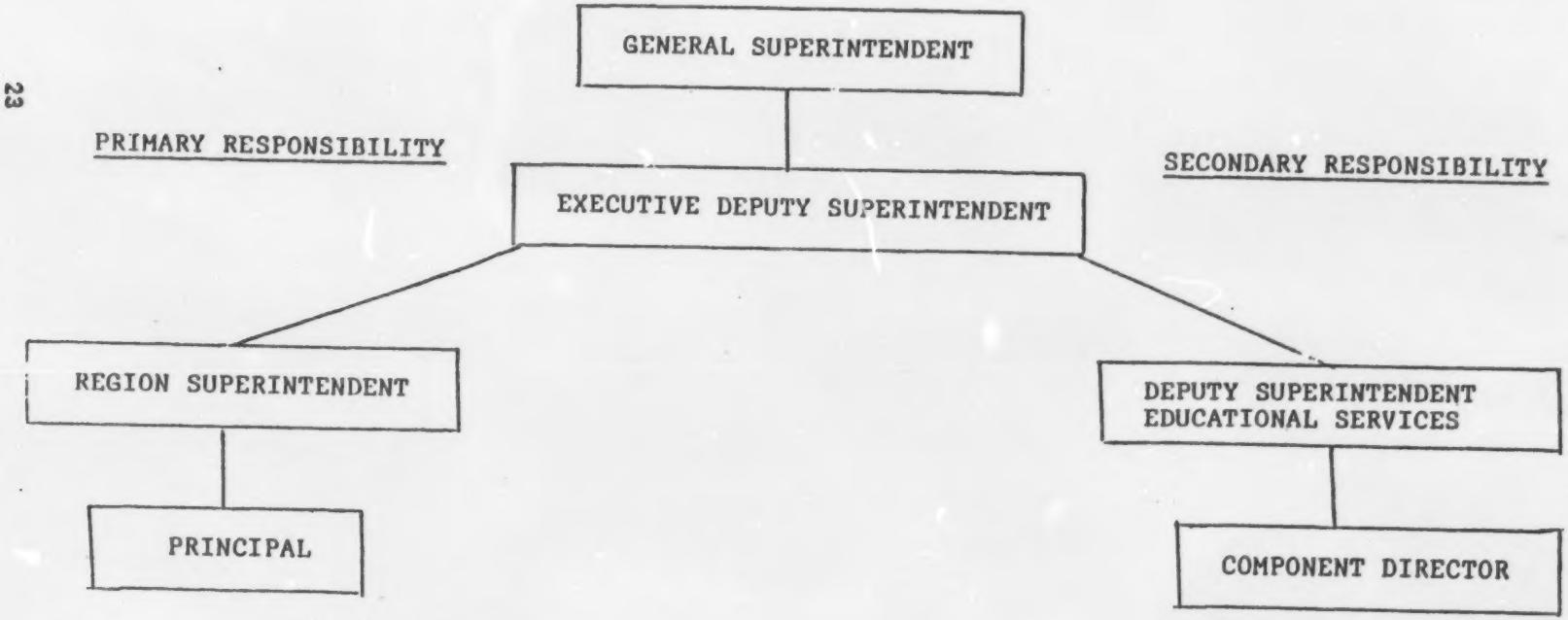
PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director Cont'd	Gather implementation progress data	Annual data is available for each school	Deputy Superintendent, Educational Services
	Initiate possible support systems for the reading design	Projects such as DORT Drama, television series, homework, etc.	
	Assure adequate funding for reading program	Adequate funds to operate the program successfully	
	Arrange for purchase and delivery of all required materials	Teachers have necessary supplies and materials	
	Submit bi-monthly report through the division head to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendent, corrective action taken and recommendations for further action	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT COUNSELING AND CAREER GUIDANCE

COMPONENT DIRECTOR ELEANOR JONES

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT COUNSELING AND CAREER GUIDANCE

PERSON RESPONSIBLE	RESPONSIBILITIES	EVIDENCE	MONITOR
Region Superintendent	Provide schools supervisory support and monitor component to ensure that it is fully implemented and that program corrections are made based on review of school, region and central monitoring information. Make suggestions to the component director for strengthening the impact of the component for the benefit of student learning	Record of support provided, including monitoring visits Record of corrective action taken and recommendations made Check of evidence that staff members completed assigned responsibilities Certification of the Implementation Status Verification Report from each school	General Superintendent/ Executive Deputy Superintendent
	Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT COUNSELING AND CAREER GUIDANCE

PERSON RESPONSIBLE	RESPONSIBILITIES	EVIDENCE	MONITOR
Principal	Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented and that program corrections are made based on school monitoring information or as required by the region office	Oral and written reports Meeting agenda and record of conferences	Region Superintendent
25	Inform the total staff and school community of the requirements detailed in the Court Order for the delivery of guidance and counseling services to students, and clarify total staff's responsibility to ensure implementation	Evaluation of the quality of guidance and counseling activities mandated by the Court Certification of the Implementation Status Verification Report by prescribed dates	
	Regularly inform region superintendents of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of conferences	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT COUNSELING AND CAREER GUIDANCE

PERSON RESPONSIBLE	RESPONSIBILITIES	EVIDENCE	MONITOR
Deputy Superintendent, Educational Services	Closely monitor work of component director and staff to ensure full program compliance Review reports and recommendations from region superintendents and the component director and take appropriate action to resolve problems of less than full compliance	Record of meetings with the component director Review of bi-monthly reports Records of action recommended in meetings with region superintendents and the Office of the General Superintendent regarding problems of less than full compliance Notes, agendas and minutes of meetings with the Superintendent's Cabinet and Senior Staff to coordinate implementation of all educational components	General Superintendent/ Executive Deputy Superintendent

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT COUNSELING AND CAREER GUIDANCE

PERSON RESPONSIBLE	RESPONSIBILITIES	EVIDENCE	MONITOR
Component Director	Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executive Deputy Superintendent	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended regarding problem areas	Deputy Superintendent, Educational Services
	Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support. Obtain suggestions for the benefit of student learning	Correspondence Record of meetings Record of information and support provided	
	Direct, coordinate, monitor, evaluate and report the overall implementation of the Counseling and Career Guidance Educational Component within the School District	Personal observations and questioning at region and local schools in the areas of the delivery of guidance and counseling services to students	
		Administrative assessments of local school Counseling and Career Guidance services to students, staff, and parents	
		Periodic written and verbal reports from Region Guidance Administrators and other guidance and counseling administrators	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT COUNSELING AND CAREER GUIDANCE

PERSON RESPONSIBLE	RESPONSIBILITIES	EVIDENCE	MONITOR
Component Director Cont'd	Submit bi-monthly report through the division head to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendents, corrective action taken and recommendations for further action	Bi-monthly report	Deputy Superintendent, Educational Services

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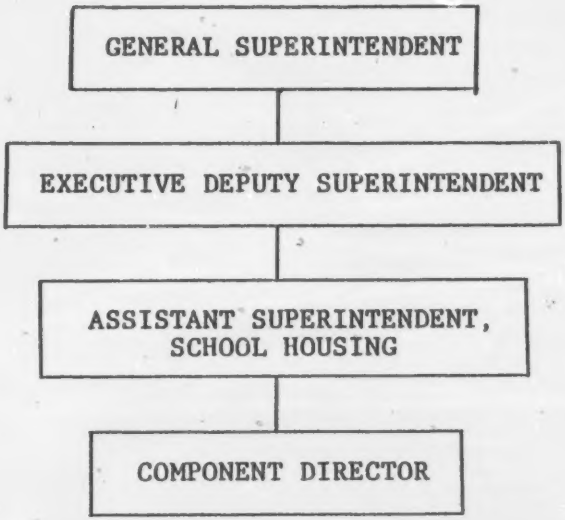
MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT COVEC (Construction Organization for Vocational Education Centers)

COMPONENT DIRECTOR Wallace B. Cleland

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT COVEC (Construction Organization for Vocational Education Centers)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Assistant Superintendent, School Housing	Closely monitor work of component director and staff to ensure full program compliance	Record of meetings with the component director	General Superintendent, Deputy Superintendent

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT COVEC (Construction Organization for Vocational Education Centers)

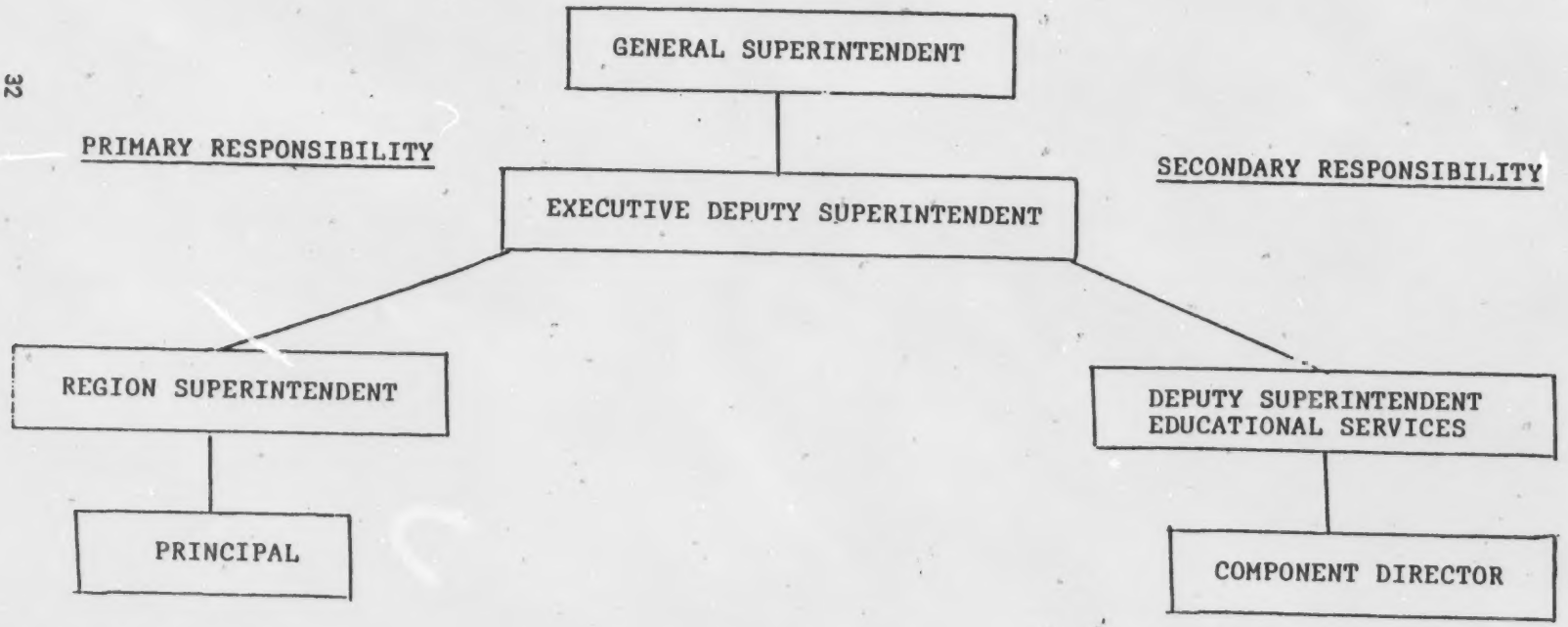
PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director	Organize, review, and coordinate all physical planning activities related to building the five vocational centers, including: Interagency and interdepartmental agreements on planning criteria, user needs, and budgets Contractual arrangements and liaison with architects, engineers, construction managers, equipment consultants and public agency participants. Design development and all contract documents (Plans and specifications) including arrangements for bidding and award of contracts. Sustained control of budgets and schedulings. Payment procedures to design professionals and contractors. Project administration until completion of construction, equipping, and occupancy of buildings.	Construction Progress Report, submitted each month to the United States District Court Monitoring Commission.	Assistant Superintendent, School Housing
	Verify that all on-site construction work is done within Federal wage rate determinations (Davis-Bacon), and other Federal labor law criteria.	Certification of Compliance, each month to the State of Michigan, Department of Education for H.E.W. audit purposes	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT INSERVICE

COMPONENT DIRECTOR HELEN A. HART

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT INSERVICE

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent	Provide schools supervisory support and monitor component to ensure that it is fullly implemented and that program corrections are made based on review of school, region and central monitoring information. Make suggestions to the component director for strengthening the impact of the component for the benefit of student learning	Record of suppot provided, including monitoring visits Record of corrective action taken and recommendations made Check of evidence that staff members completed assigned responsibilities	General Superintendent/ Executive Deputy Superintendent
	Inform principals of Court Ordered activities and funding source guidelines to implement activities	Program Operational at School level	
	Monitor local building activities to determine that program is operational	Inservice workshops initiated from each school as evidenced by proposals and plans	
	Observe funding guidelines and activities developed in support of component	Funding secured for program implementation where federal funds not applicable	
	Cooperate with Component Director in program implementation	Court Ordered inservice activities afforded highest priority over regional and local school activities	
	Monitor Regional Training Coordinator activities; support Regional Training Coordinator in implementation of program guidelines	Regional Training Coordinator activities primarily in support of Inservice Component and program activities	
	Coordinate all inservice activities at regional level with Court Ordered inservice activities	Regional leadership teams composed of administrators, teachers and students are in place at each region; lists on file with Component Director	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT INSERVICE

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent Cont'd	Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT INSERVICE

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal	Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented ans that program corrections are made based on school monitoring informatin or as required by the region office	Oral and written reports from principals Record of classroom visits Record of observation by region staff Verification that each staff member has carried out assigned responsibility Report of corrections made	Region Superintendent
	Comply with Court Order to develop building activities in support of: Teacher Expectations Human Relations Ethnic and Racial Awareness	All staff members participate in ongoing activities linked to at least one of the Court Ordered activities	
	Explain program guidelines to staff	Meeting held to detail Court Order and program guidelines	
	Establish liaison with Region Training Coordinators	Region Training Coordinators utilized in school buildings	
	Establish local school leadership teams to support inservice activities	Leadership teams of teachers, community and students assist in development and implementation of inservice activities designed to meet needs of the local school	
	Participate in all inservice activities directly related to the Court Order	Increased student participation in activities - expanded teacher representation	
	Promote classroom activities which challenge student achievement	Increased student participation in activities which are identified as programs of excellence	
	Provide equal opportunity to all students to participate fully in classroom activities	Increased student interaction (two way) with teacher; broad representation of student participation	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT INSERVICE

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal Cont'd	Work to eliminate all situations which support racial isolation among students and staff	Elimination of seating patterns, hall patterns, entrance patterns which highlight racial and ethnic awareness	
	Promote activities which enhance racial and ethnic awareness	Increase in activities which promote racial and ethnic awareness	
	Promote classroom management strategies which will help obviate crisis situations	Decrease in classroom disruptions	
	Regularly inform region superintendents of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of conferences	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT INSERVICE

PERSON RESPONSIBLE	RESPONSIBILITIES	EVIDENCE	MONITOR
Deputy Superintendent, Educational Services	Closely monitor work of component director and staff to ensure full program compliance Review reports and recommendations from region superintendents and the component director and take appropriate action to resolve problems of less than full compliance	Record of meetings with the component director Review of bi-monthly reports Records of action recommended in meetings with region superintendents and the Office of the General Superintendent regarding problems of less than full complinace Notes, agendas and minutes of meetings with the Superintendent's Cabinet and Senior Staff to coordinate implementation of all educational components	General Superintendent/ Executive Deputy Superintendent

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MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT INSERVICE

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director	Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executvie Deputy Superintendent	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended regarding problem areas	Deputy Superintendent, Educational Services
	Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support. Obtain suggestions from region superintendents for strengthening the impact of the component for the benefit of student learning	Correspondence Record of meetings Record of information and support provided	
	Interpret component program and funding guidelines to: -Region Superintendents and Region staff -Staff Development Coordinators - Region Training Coordinators	Meetings held with Region Superintendents and staff at beginning of school year to explain funding guidelines and program activities	
	Meet on a regularly scheduled basis with Staff Development and Region Training Coordinators	Monthly meeting scheduled and conducted with Region Training and Staff Development Coordinators	
	Development program implementation Guidelines	Program guidelines developed and circulated to central, regional and local school offices	
	Review component inservice activities submitted on workshop proposals	Workshop proposals approved as indicated by initials	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT INSERVICE

PERSON RESPONSIBLE	RESPONSIBILITIES	EVIDENCE	MONITOR
Component Director Cont'd	Initiate district wide inservice activities to support component	District wide workshop held with principals	
	Plan cooperatively for regional and local school activities	Planning meetings scheduled with Region staff and Staff Development Personnel	
	Develop program monitoring activities	Monitoring forms developed and used	
	Maintain fiscal records	Records on file	
	Prepare reports for Court, State and Monitoring Commission	Monitoring reports and monthly region reports maintained in Office of Component Director	
	Meet with District Wide Advisory Council (DWAC) ESAA Committee	Monthly report made to DWAC	
	Meet with Inservice Component Subcommittee members	Monthly meeting scheduled with Subcommittee	
	Assist in preparation of federal proposals to secure funding	Staff participates in development of ESAA proposal	
	Coordinate inservice activities with other Component Directors	Staff members participate in planning activities of other components - Ex.: Bilingual Conference	
	Provide inservice activities for Staff Development and Region Training Coordinators	Staff member will receive Equal Educational Opportunity in the Classroom (EOC) training and provide training to other Staff Development and Region Training Coordinators	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT INSERVICE

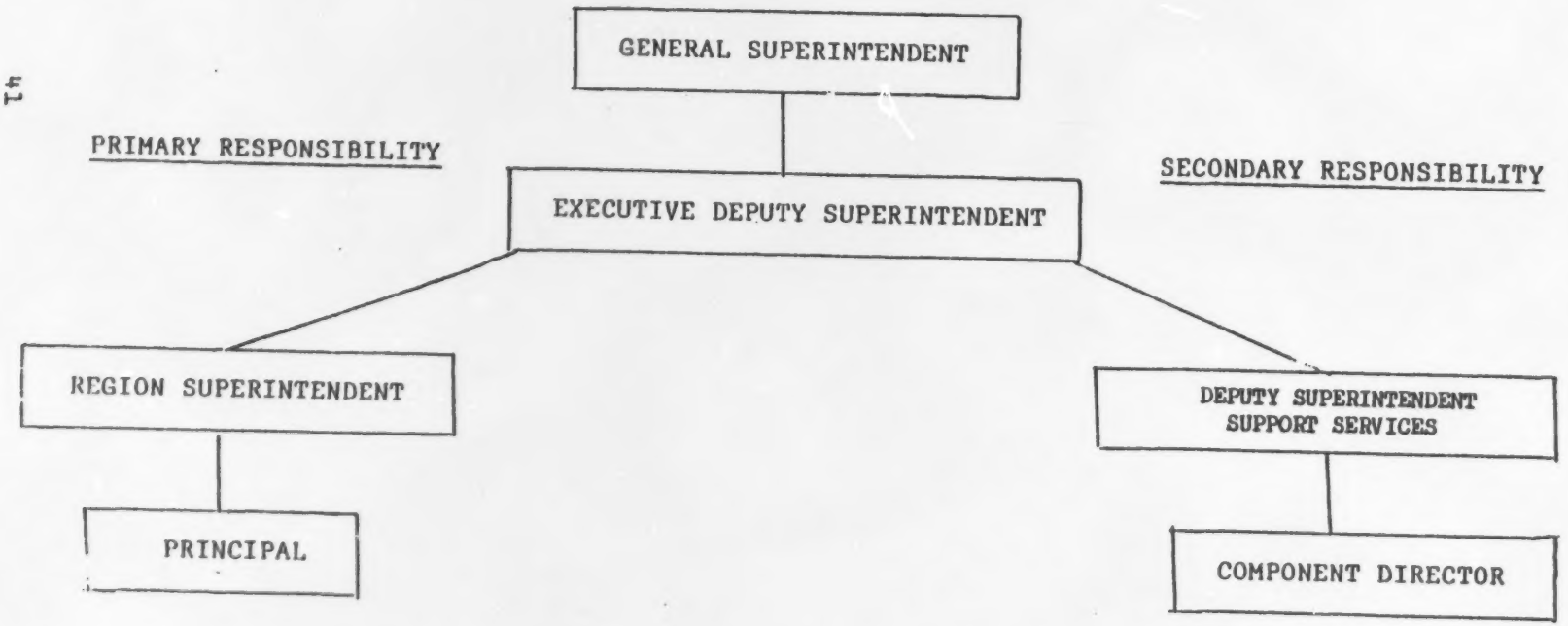
PERSON RESPONSIBLE	RESPONSIBILITIES	EVIDENCE	MONITOR
Component Director Cont'd	Investigate new and/or promising educational programs to support the Inservice Component	Staff participates in Instrumental Enrichment Inservice	
	Coordinate all Staff Development and Teacher Training activities to support Court Order	Substitute Teacher workshop on classroom management	
		Sponsoring Teacher workshops - emphasis on Teacher Expectations	
	Submit bi-monthly report through the division head to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendents, corrective action taken and recommendations for further action	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SCHOOL-COMMUNITY RELATIONS

COMPONENT DIRECTOR BERNADINE DENNING

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SCHOOL-COMMUNITY RELATIONS

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent	Provide schools supervisory support and monitor component to ensure that it is fully implemented and that program corrections are made based on review of school, region and central monitoring information Make suggestions to the component director for strengthening the impact of the component for the benefit of student learning.	Record of support provided, including monitoring visits Record of corrective action taken and recommendations made Check of evidence that staff members completed assigned responsibilities	General Superintendent/ Executive Deputy Superintendent
	Organize a regional school-community relations committee whose membership operation and functions are consistent with court-ordered requirements	Submission of membership lists and submission of regular activity reports	
	Exercise administrative and supervisory responsibility for the School-Community Relations Component at the school and regional level by developing and implementing an action plan.	By deployment and directing of staff as documented by memorandum, position papers and reports.	
	Provide leadership for improving the quality of parental and community participation at school and region level	List and description of community activities involving region and schools will be compiled	
	Direct training and information seminars for principals related to component requirements and the region action plan	Written evaluation and reporting of training efforts	
	Provide on-going region staff assistance to local school and region committees related to specific needs and/or program efforts	Memos, directives substantiating staff followup	
	Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SCHOOL-COMMUNITY RELATIONS

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal	Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented and that program corrections are made based on school monitoring information or as required by the region office	Oral and written reports from principals Record of classroom visits Record of observation by region staff Verification that each staff member has carried out assigned responsibility Report of corrections made	Region Superintendent
	Organize a Local School-Community Relations Committee whose membership is consistent with the court order	Submission of LSCRC membership list to region office, posting on the school bulletin board and/or newsletter	
	Conduct training activities for local committee members	Written evaluation of training by participants	
	Initiate systematic planning process to determine annual LSCRC goals and activities	Submission of action plan and evaluation reports	
	Identify key community groups and leaders	Creation and utilization of communication system between school and various publics as included in reports to the region	
	Develop strategies to increase parental/community involvement	Inclusion in action plan as indicated above	
	Request region or central staff assistance in increasing meaningful parental involvement or resolving problems	Specific written requests and documented outcomes	
	Regularly inform region superintendent of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of conferences	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SCHOOL-COMMUNITY RELATIONS

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Deputy Superintendent, Support Services	Closely monitor work of component director and staff to ensure full program compliance Review reports and recommendations from region superintendents and the component director and take appropriate action to resolve problems of less than full compliance	Record of meetings with the component director Review of bi-monthly reports Records of action recommended in meetings with region superintendents and the Office of the General Superintendent regarding problems of less than full compliance Notes, agendas and minutes of meetings with the Superintendent's Cabinet and Senior Staff to coordinate implementation of all educational components	General Superintendent/ Executive Deputy Superintendent

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SCHOOL-COMMUNITY RELATIONS

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director	Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executive Deputy Superintendent	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended regarding problem areas	Deputy Superintendent, Support Services
	Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support. Obtain suggestions from region superintendents for strengthening the impact of the component for the benefit of student learning	Correspondence Record of meetings Record of information and support provided	
	Coordinate central/regional staff resources	Chairmanship of monthly central/regional staff meetings	
		Supervision of central staff support services to regions and schools	
	Initiate study of problem areas by senior staff	Memorandum, background material supplied to senior staff	
	Coordinate city-wide decision making through meetings of region superintendents and Cabinet	Minutes and agenda of region superintendents' meetings	
	Oversee and direct central staff support function related to the component	Provision of City-Wide School-Community Relations Council staff needs as evidenced by minutes of the City-Wide Council	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SCHOOL-COMMUNITY RELATIONS (Cont.)

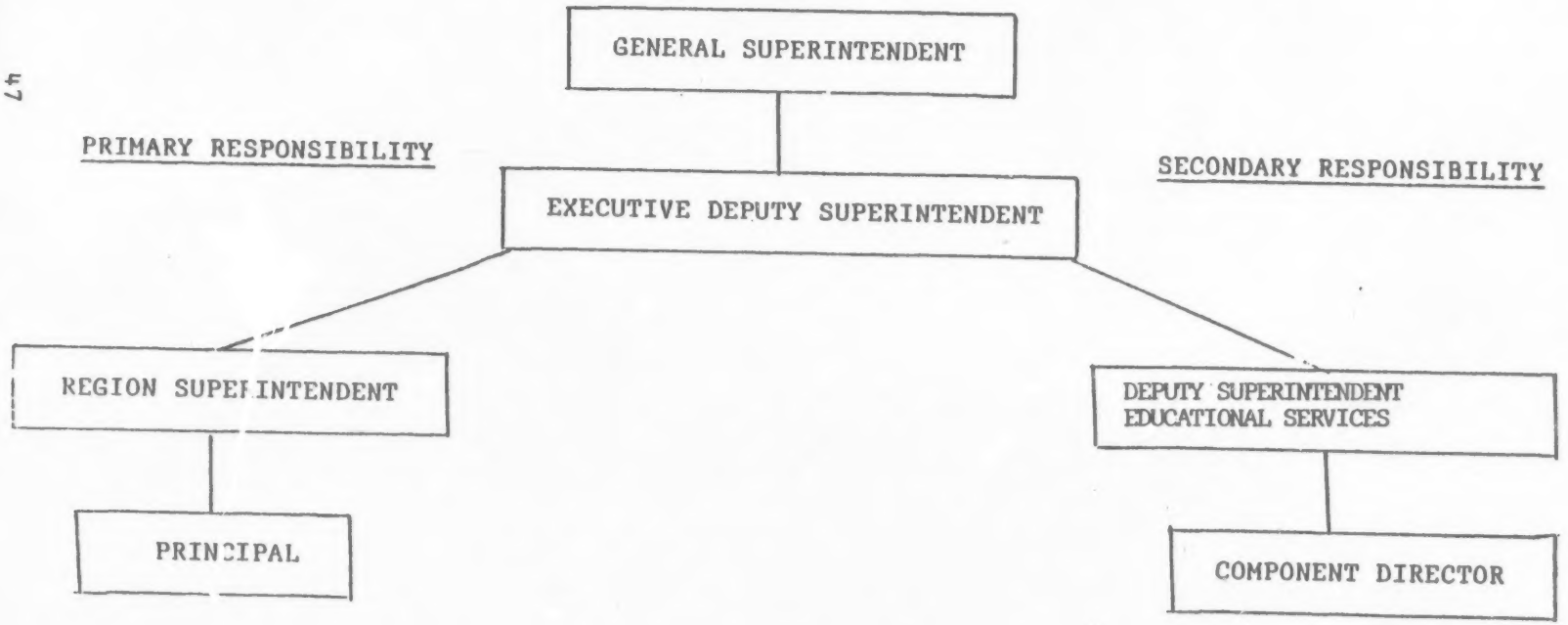
PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director (Cont.)		Improved communications procedures and services to local and regional committees as evidenced by publications, mailings, telephone network and multi-media presentations Existence of training programs for central, regional and local school staff, citizens and students as evidenced by budgets, agendas, plans and evaluative reports Provision of assistance to region staff in analyzing and recommending action to the local school-community relations committee as evidenced by directives and memorandum	
	Submit bi-monthly report through the division head to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendents, corrective action taken and recommendations for further action	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SENIOR HIGH READING

COMPONENT DIRECTOR BARBARA COULTER

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SENIOR HIGH READING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent	Provide schools supervisory support and monitor component to ensure that it is fully implemented and that program corrections are made based on review of school region and central monitoring information. Make suggestions to the component director for strengthening the impact of the component for the benefit of student learning	Record of support provided, including monitoring visits Record of corrective action taken and recommendations made Check of evidence that staff members completed assigned responsibilities	General Superintendent, Executive Deputy Superintendent
	Supervise progress of the court-ordered reading programs in the region high schools -Confer with principals and curriculum administrators on court-ordered reading programs -Counsel and obtain assistance for principals whose schools are in non-compliance	Bi-monthly written reports/personal observations of program implementation Meeting agendas Letter of request to Language Education for supervisory assistance	
	When needed, schedule meetings with identified school personnel in situations in which non-compliance involves more than one teacher in a school	Meeting agendas/letters to involved personnel	
	Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SENIOR HIGH READING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal	Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented and that program corrections are made based on school monitoring information or as required by the region office	Oral and written reports from principals Record of classroom visits Record of observation by region staff Verification that each staff member has carried out assigned responsibility Report of corrections made	Region Superintendent
	Provide inservice for court-ordered reading program	Agenda/attendance sheet/personal observations of program implementation	
	Supervise:		
	The scheduling of student classes acording to test results	Test scores/departmental schedules of classes/personal observation of reading instruction	
	The reviewing of English teachers' lesson plans by English department heads	Lesson plans initialed by department heads	
	The monthly visits of English department head to English teachers classrooms	Monitoring report form completed	
	The support service offered by the reading specialist and educational technician	Reading specialists' weekly schedules/ monthly reports	
	Evaluate student progress in relation to program objectives	Test results, departmental schedules of classes	
	Counsel and obtain assistance for teachers who are in non-compliance	Documentation of conference	
	Regularly inform region superintendents of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of confernece	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SENIOR HIGH READING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Deputy Superintendent, Educational Services SO	Closely monitor work of component director and staff to ensure full program compliance Review reports and recommendations from region superintendents and the component director and take appropriate action to resolve problems of less than full compliance	Record of meetings with the component director Review of bi-monthly reports Records of action recommended in meetings with region superintendents and the Office of the General Superintendent regarding problems of less than full compliance Notes, agendas and minutes of meetings with the Superintendent's Cabinet and Senior Staff to coordinate implementation of all educational components	General Superintendent/ Executive Deputy Superintendent

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SENIOR HIGH READING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director	Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executive Deputy Superintendent	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended areas	Deputy Superintendent, Educational Services
	Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support. Obtain suggestions from region superintendents for strengthening the impact of the component for the benefit of student learning	Correspondence Record of meetings Record of information and support provided	
	Direct the court-ordered reading program	Memoranda/meeting agendas/written reports/ signed directives	
	Provide human and financial resources for the court-ordered reading program	Inservice reports/meeting agendas, sign-in sheets/documentation/distribution sheets for supplementary materials	
	Supervise work of the component supervisors	Ongoing meetings with English department heads and reading specialists; personal observations of schools' implementation of programs	
	Generate modifications of the court-ordered reading program based on program evaluation	Test score/assessment by staff, personal observations	
	Conduct cooperatively with region superintendent meetings with school personnel in situations where non-compliance involves more than one teacher in a school	Direct remediation process to involved personnel	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT SENIOR HIGH READING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director Cont'd	Submit bi-monthly report through the division head to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendents, corrective action taken and recommendations for further action	Bi-monthly report	

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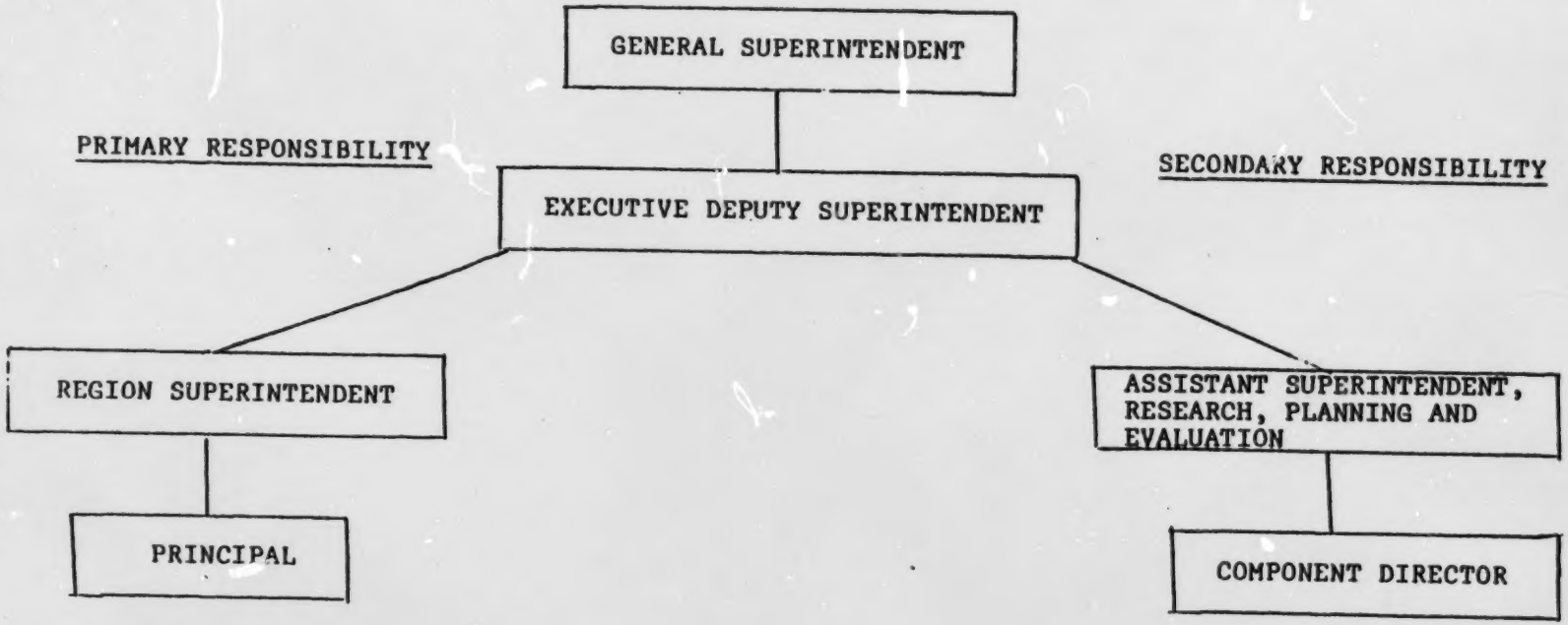
MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT TESTING

COMPONENT DIRECTOR ROBERT S. LANKTON

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT TESTING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent	Provide schools supervisory support and monitor component to ensure that it is fully implemented and that program corrections are made based on review of school, region and central monitoring information. Make suggestions to the component director for strengthening the impact of the component for the benefit of student learning	Record of support provided, including monitoring visits Record of corrective action taken and recommendations made Check of evidence that staff members completed assigned responsibilities	General Superintendent/ Executive Deputy Superintendent
	Conduct testing inservice education for region and school staffs.	Copies of meeting agenda	
	Monitor school testing	Completed monitoring forms	
	Report and interpret summaries of test data to the region staff and region board	Copies of meeting agenda and minutes	
	Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT TESTING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal	Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented and that program corrections are made based on school monitoring information or as required by the region office	Oral and written reports Meeting agenda and record of conferences	Region-Superintendent
	Supervision is provided to ensure that staff members:		
	Administer tests according to recommended procedures	Completed monitoring forms	
	Interpret test scores objectively to pupils and parents		
	Update individual student records with current test results	Score reports affixed to individual student record forms	
	Use test data to improve instruction	Teacher lesson plans and school achievement plans based on test results	
	Respond to requests for information for monitoring and evaluation purposes		
	Analyze individual test records for counseling and guidance purposes	Counselor records	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT TESTING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal Cont'd	Conduct inservice education regarding test administration and the interpretation of results	Schedules, agenda, and attendance lists	Region Superintendent
	Develop master building test schedules	Copy of schedules	
	Monitor test administration within building	Monitoring forms	
	Inspect and return test documents after testing period	Research and Evaluation records	
	Audit and make testing materials secure	Inventory record and secure storage area	
	Appoint a building test coordinator	Region list of test coordinators	
	Analyze building test data and interpret test results to staff and community	Copies of meeting agenda	
	Regularly inform region superintendents of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of conferences	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT TESTING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Assistant Superintendent, Research, Planning and Evaluation	Closely monitor work of component director and staff to ensure full program compliance Review reports and recommendations from region superintendents and the component director and take appropriate action to resolve problems of less than full compliance	Record of meetings with the component director Review of bi-monthly reports Records of action recommended in meetings with region superintendents and the Office of the General Superintendent regarding problems of less than full compliance Notes, agendas and minutes of meetings with the Superintendent's Cabinet and Senior Staff to coordinate implementation of all educational components	General Superintendent/ Executive Deputy Superintendent

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MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT TESTING

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director	Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executive Deputy Superintendent.	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended regarding problem areas	Assistant Superintendent, Research, Planning, and Evaluation
	Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support. Obtain suggestions for the benefit of student learning	Correspondence Record of meetings Record of information and support provided	
	Review tests for race and/or sex bias	Changes in test items	
	Recommend new test instruments for use	Adoption of the California Achievement Tests for city-wide testing	
	Modify existing test instruments	Detroit edition of California Achievement Tests	
	Design new measurement items and test instruments	Item and tests	
	Apply statistical analyses in test development	Rasch item statistics	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT TESTING

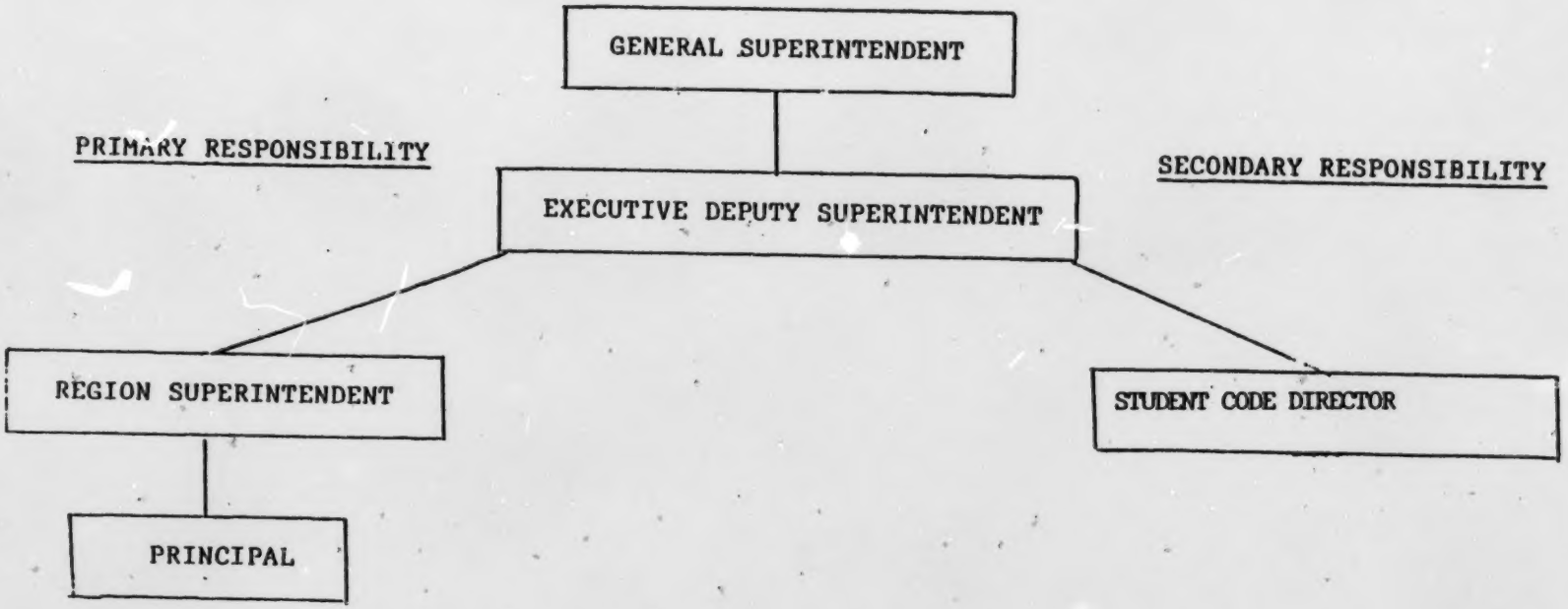
PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director Cont'd	Write directions for fair test administration	Copies of schedules and directions	Deputy Superintendent, Educational Services
	Conduct inservice education on administration of tests, interpretation of scores, and use of results	Schedules, agendas, and attendance rosters	
	Monitor administration of tests in schools	Monitor report forms	
	Conduct general evaluation studies for school program planning	Evaluation reports	
	Evaluate court-ordered desegregation and educational components	Evaluation reports	
	Develop needs assessment system to guide school program planning	Individual school profiles	
	Conduct needs assessment studies	Needs assessment reports	
	Develop student information system	Computer printouts of student data	
	Submit bi-monthly report through the division head to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendents, corrective action taken and recommendations for further action	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT UNIFORM CODE OF STUDENT CONDUCT

COMPONENT DIRECTOR HERBERT TABOR

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



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MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT UNIFORM CODE OF STUDENT CONDUCT

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent	Assign Regional staff to make on-site visits to Regional schools to verify and evaluate the status of the implementation of the Uniform Code of Student Conduct and the City-Wide High School Attendance Regulations	Reports from staff regarding status of implementation and changes in school climate; i.e., tardiness and absenteeism, atmosphere in the school halls when classes are in session, and student conduct in classrooms during instruction	General Superintendent/ Executive Deputy Superintendent
	Review Uniform Code of Student Conduct Implementation Status Reports and Exclusions and Suspension Report to evaluate Regional schools' compliance	Certification of School Implementation Status Reports with indication of actions taken to correct non-compliance. Positive consequences observed by resulting from corrections of areas of non-compliance	
	Review reports from Regional Attendance Supervisor to ensure that Exclusions and Suspension Reports are received in a timely fashion and that students are placed following suspension within a reasonable time frame	Certification of Regional Implementation of the Uniform Code of Student Conduct reports with indication of actions taken to correct non-compliance. Reduction of time in those instances where there is an extended period of time between the date of suspension and date that student is assigned to a new school	
	Resolve areas of non-compliance through meetings with principals and required modifications in problem school's activities and procedures	Evidence of correction of areas of non-compliance in Regional schools; i,e., tardiness and absenteeism, atmosphere in the school halls when classes are in session, and student conduct in classrooms during instruction, as reported by Region staff	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT UNIFORM CODE OF STUDENT CONDUCT

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent Cont'd	Provide orientation for principal re Uniform Code of Student Conduct and City-Wide High Schoool Attendance Regulations	Report of orientation activities by Region staff and principals	
	Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report	

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MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT UNIFORM CODE OF STUDENT CONDUCT

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal	Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented and that program corrections are made based on school monitoring information or as required by the region office	Oral and written reports from principals Record of classroom visits Record of observation by region staff Verification that each staff member has carried out assigned responsibility Report of corrections made	Region Superintendent
ω	Provide supervision, leadership and direction to implement the Uniform Code of Student Conduct and the City-Wide High School Attendance Regulations	Certification of Uniform Code of Student Conduct Implementation Status Reports, Exclusion and Suspension Reports, and reports regarding building atmosphere; i.e., tardiness and absenteeism, atmosphere in school halls when classes are in session, and student conduct in classrooms during instruction, as reported by region staff. Verbal and written reports to Region Superintendents re modification of procedures to correct areas of non-compliance and improvements in areas of student conduct which are consequences of such changes	
	Provide orientation for staff and students	Reports from Region staff which verify orientation has been received by staff and students	
	Ensure that staff makes appropriate responses (intervening, counseling, reporting) to student violations of the Uniform Code of Student Conduct and attendance problems	Building atmosphere and reports from Regional staff	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT UNIFORM CODE OF STUDENT CONDUCT

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal Cont'd	Regularly inform region superintendents of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of conferences	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT UNIFORM CODE OF STUDENT CONDUCT

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Executive Deputy Superintendent	Closely monitor work of component director and staff to ensure full program compliance	Record of meetings with the component director	General Superintendent
	Review reports from the Student Code Director and Region Superintendents regarding the Status of the Implementaton of the Uniform Code of Student Conduct	Certified Uniform Code of Student Conduct Implementation Status Reports from each Region Superintendent which verify implementation status. Monthly Exclusions and Suspension Report analysis. Monthly statistical reports on disciplinary actions and other reports.	
	Resolve areas of non-compliance through meetings with Region Superintendents and principals of "problems" schools	Correction of areas of non-compliance verified through written reports and observations of Inspection Teams, Student Code Director, and Region Superintendents regarding changes in school climate.	
	Review the reports and recommendations to the General Superintendent from the General Superintendent's Inspection Teams	Reports from Inspection Teams	
	Review reports and recommendations to the General Superintendent from the Student Code Special Task Force	Reports from Task Force	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT UNIFORM CODE OF STUDENT CONDUCT

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Student Code Director	Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executive Deputy Superintendent	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended regarding problem areas	Executive Deputy Superintendent
	Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support. Obtain suggestions from region superintendents for strengthening the impact of the component for the benefit of student learning	Correspondence Record of meetings Record of information and support provided	
	Provide reporting and monitoring forms for Uniform Code of Student Conduct and City-Wide High School Attendance Regulations	Reporting and Monitoring Forms	
	Provide copies for distribution of the Uniform Code of Student Conduct (English, Spanish and Arabic versions) and City-Wide High School Attendance Regulations to students, staff, parents	Distribution of Uniform Code of Student Conduct and City-Wide High School Attendance Regulations	
	Receive and review reports of disciplinary actions under the Uniform Code of Student Conduct and report to Executive Deputy Superintendent	Reports to Executive Deputy Supt.	
	Review Implementation Status Reports and reports on Exclusions and Suspension and report to Executive Deputy Superintendent	Reports to Executive Deputy Supt.	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT UNIFORM CODE OF STUDENT CONDUCT

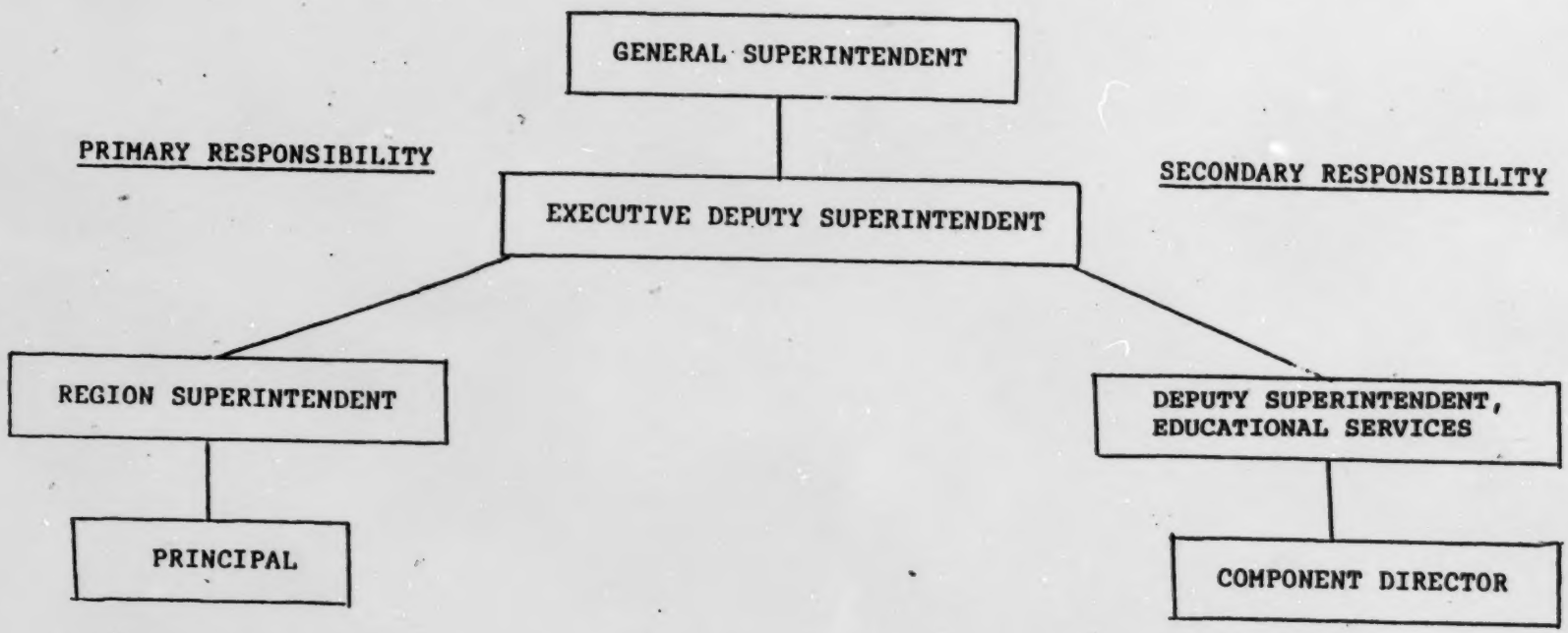
PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Student Code Director Cont'd	Serve on and provide staff assistance to Superintendent's Task Force	Reports from Task Force	
	Provide assistance to Inspection Teams	Reports from Inspection Teams	
	Consult with Region and school staff re inservice training, interpretation and implementation of Code of Conduct and City-Wide High School Attendance Regulations	Reports from Regional and school staff regarding contacts with the Student Code Director	
	Submit bi-monthly report through the Exec. Dep. Sup't to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendents, corrective action taken and recommendations for further action	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT VOCATIONAL EDUCATION (CURRICULUM)

COMPONENT DIRECTOR BERNARD L. COKER

POSITIONS WITH MAJOR RESPONSIBILITY FOR IMPLEMENTATION



MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT VOCATIONAL EDUCATION (CURRICULUM)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Region Superintendent	Provide schools supervisory support and monitor component to ensure that it is fully implemented and that program corrections are made based on review of school, region and central monitoring information Make suggestions to the component director for strengthening the impact of the component for the benefit of student learning.	Record of support provided, including monitoring visits Record of corrective action taken and recommendations made Check of evidence that staff members completed assigned responsibilities	General Superintendent Executive Deputy Superintendent
69	Submit bi-monthly report through the Executive Deputy Superintendent to the General Superintendent noting any lack of full compliance at any school, corrections made, and problems needing further action.	Bi-monthly report	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT VOCATIONAL EDUCATION (CURRICULUM)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Principal	Provide direction and supervision to all school staff and monitor component to ensure that it is fully implemented and that program corrections are made based on school monitoring information or as required by the region office	Oral and written reports from principals Record of observation by region staff Verification that each staff member has carried out assigned responsibility Report of corrections made.	Region Superintendent
	Comply with component requirements for verification of course offerings, determining eligibility, determining receiving school, and provision of transportation assistance.	Vocational Education Verification Report	
	Fully inform students, parents and staff about Vocational Technical Centers and their offerings	Meeting agendas Record of materials provided	
	Regularly inform region superintendents of program progress and of problems of less than full compliance	Oral and written reports Meeting agenda and record of conferences	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT VOCATIONAL EDUCATION (CURRICULUM)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Deputy Superintendent, Educational Services	Closely monitor work of component director and staff to ensure full program compliance Review reports and recommendations from region superintendents and the component director and take appropriate action to resolve problems of less than full compliance	Record of meetings with the component director Review of bi-monthly reports Records of action recommended in meetings with region superintendents and the Office of the General Superintendent regarding problems of less than full compliance Notes, agendas and minutes of meetings with the Superintendent's Cabinet and Senior Staff to coordinate implementation of all educational components	General Superintendent/ Executive Deputy Superintendent

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT VOCATIONAL EDUCATION (CURRICULUM)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director	Collect, organize and analyze information about the implementation and both direct and indirect impact of each element of the component on a regular basis and report problems of implementation immediately to region superintendents through the division head and Executive Deputy Superintendent	Oral and written reports from schools and regions Bi-monthly report Record of action taken and/or recommended regarding problem areas	Deputy Superintendent, Educational Services
	Inform schools, through region superintendents, of component program and guidelines and provide schools with needed human and material resource support. Obtain suggestions from region superintendents for strengthening the impact of the component for the benefit of student learning	Correspondence Record of meetings Record of information and support provided	
	Develop and acquire approval for five Vocational Technical Centers	Written confirmation from State Department of Vocational Education	
	Select students and provide for transportation	Membership lists from local sending schools	
	Assign staff to Vocational Technical Centers	Published list naming all staff members	
	Provide equal access to all Vocational Education Programs	Sign-off sheet from region on Vocational Education Verification Report	
	Develop and disseminate informational materials to fully inform students, parents and staff about the Vocational Technical Centers and their offerings	Record of materials sent	

MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS

COMPONENT VOCATIONAL EDUCATION (CURRICULUM)

PERSON RESPONSIBLE	RESPONSIBILITES	EVIDENCE	MONITOR
Component Director (Continued)	Develop the curricular program for all centers using advisory committees and meeting state requirements	Materials describing the curriculum	
	Coordinate and articulate the Vocational Education curriculum with Wayne County Community College	Meeting agendas and minutes List of agreements	
	Cooperatively with the county and state, ensure that the school system meets all criteria for eligibility for securing special funding in vocational education	Securing of funding	
	Submit bi-monthly report through the division head to the General Superintendent summarizing the analysis of information about implementation and impact, problems identified, reports of any lack of compliance made to region superintendents, corrective action taken and recommendations for further action	Bi-monthly report	

—MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS—

COMPONENT BI-MONTHLY REPORT FORM

Component _____

Date _____

Summary of analyses of information about implementation and impact. (Use additional sheets if necessary.)

Identify any present or anticipated problems which require additional support beyond the component director's department.

Certification of full compliance except as noted above.

_____
(Signature of Component Director)

—MANAGEMENT ACCOUNTABILITY SYSTEM FOR DESEGREGATION EDUCATIONAL COMPONENTS—

REGION BI-MONTHLY REPORT FORM

Region ___ Date _____

For any lack of full compliance with any component at any school in the region, name the school and the component, indicate the nature of the problem, and report corrective action that is being taken to ensure full compliance. (Use additional sheets if necessary.)

Identify any present or anticipated implementation problems which require additional support beyond the region.

Certification of full compliance except as noted above.

_____
(Signature of Region Superintendent)

SUBJECT: EDUCATIONAL COMPONENTS REPORT DATES

FROM : Arthur Jefferson

TO : Senior Staff, Region Superintendents, Component Directors, Principals

DATE : October 29, 1979

In order to monitor the operation of the educational components of the desegregation order, due dates are established for several reports.

REPORTS

A Management Accountability System--Exceptions Report

B Counseling and Career Guidance--Implementation Status Verification Report

C School-Community Relations--Component Assessment Verification

D Uniform Code of Student Conduct--Implementation Status Report

E Uniform Code of Student Conduct--Exclusions and Suspension Report

F Vocational Education (Curriculum)--Verification Report (High School only)

RATIONALE

The frequency for each report is based on monitoring needs, semester changes and commitments already made to the Court. Only four of the ten components require special verification reports.

Region Superintendents are given two weeks for analysis and forwarding of the specific component verification reports B, C, D, E, F. An additional week is provided at those four times when the Management Accountability System Exceptions Reports are due to the General Superintendent.

Component Directors are given two weeks after receiving reports B, C, D, F to submit their Management Accountability System reports to the General Superintendent.

Any needed corrections are to be made at once without waiting for report due dates.

SCHEDULE FOR REPORTS B, C, D, E, F

Due from School Prin. to Region Supt.	Due from Region Supt. to Exec. Dep. Supt.	Reports
10/26/79	11/ 9/79	C
11/ 9/79	11/21/79	D E F
12/ 7/79	12/21/79	E
1/11/80	1/25/80	E
2/ 8/80	2/22/80	B D E
3/ 7/80	3/21/80	C E F
4/11/80	4/25/80	E
5/ 9/80	5/23/80	E
6/25/80	7/ 2/80	B C D E

SCHEDULE FOR REPORT A

Due from Region Supt. to General Supt.	Due from Component Dir. to General Supt.
12/ 7/79	12/14/79
2/29/80	3/ 7/80
3/28/80	4/ 3/80
7/ 9/80	7/16/80